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ABSTRACT

Results of two studies, conducted in April 1987 and May 1991, of the graduates of the competency-based educational administration program of the Department of Educational Leadership and Administration (DELA) at the C. W. Post campus of Long Island University (New York) were compared. The DELA Graduate Questionnaire was mailed to graduates who were in the DELA program between 1974 and 1987 and between 1987 and 1991; 715 responses (44.7 percent response rate) were received for the first survey, and 297 responses (37.1 percent response rate) were received for the second survey. The typical DELA graduate from the first survey was a married male or female, aged 36 to 40 years, with 16 to 20 years experience in education, and 5 years or less in his or her present school position. The DELA professional diploma was the highest degree to date. Half of the graduates had changed positions since completing the program, but most were in the same school district. About half were assistant principals or chairs of their departments. The typical 1987-91 graduate was a married female, aged 41 to 45 years, with equivalent experience and tenure. She was more likely to be in the same position, while seeking an administrative position. About two-fifths held administrative positions as department chairs or coordinators. The effects of these changes in graduates on program development must be examined. Seventeen tables are included. The 13-item 1991 DELA Graduate Survey is provided in Appendix A. (SLD)

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Characteristics of Educational Administration Graduates: A Comparative Study 1974-1991

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The purpose of the graduate programs in educational administration is to prepare administrators for leadership positions in educational institutions and related organizations. The central preparation focuses upon the intellectual, conceptual, human, technical, and organizational skills necessary for competence in educational problem solving, policy analysis and formation, and institutional development.

In 1974 the C.W. Post competency-based administrator education (CBAE) proposal for training school administrators became one of the first such programs given CBAE registration in New York State. Upon successful completion of the CBAE program, a graduate may become eligible for either the New York State School District Administrator and/or Supervisor and Administrator Certification (SAS).

Master's degree and Professional Diploma programs in DELA (Department of Educational Leadership and Administration) were established with input from public and private school teachers and administrators of elementary and secondary schools on Long Island, New York City, and Westchester; the representatives on DELA's CBAE board; the alumni association; faculty members of the School of Education; and professional educator association representatives.

Since 1974, over 2400 students have graduated from the C.W. Post educational administration program. In April 1987 a follow-up study was conducted of DELA graduates in an effort to describe the general characteristics of educational administration graduates from a metropolitan university. Surveys were mailed to all program graduates, and over 700 completed forms were received by DELA. In May 1991 a second follow-up study was conducted. Almost 300 completed forms were received by DELA. This paper compares the results of the twc DELA graduate surveys. The results reported in this study are based on an internal program survey.

This survey study will develop a profile of graduates and may generate broader questions about the characteristics of future administrative interns, and the implications of the internship for future development of pre-service administrator preparation programs.

Purpose of the Study

During the past several years, the faculty members of DELA have raised questions about the nature and characteristics of the professionals who come to us for field experiences. The DELA faculty also wanted to know more about the people who served internships over the past 18 years. A survey questionnaire was constructed in order to develop a profile of the "typical" intern.

Questions of the Study

Answers were sought to questions in two interrelated areas: demographic-educational characteristics of the DELA graduates and career information.

Demographic-educational

1. What do the teacher/administrator professionals who enter and complete our program look like demographically and educationally?

2. How do the characteristics of present DELA graduates compare with the general characteristics of prior DELA graduates?

Career

1. What teaching/administrative positions do DELA graduates hold?

2. What career expectations do DELA graduates express?

Methodology

In order to gather data for purposes of comparing our present graduates with past graduates, a DELA Graduate Questionnaire was developed (see Appendix A) and mailed to graduates who were in the DELA program between 1974 and 1987 and 1987 and 1991 (N=1600). A return of 715 or 44.7% of all questionnaires was available for analysis by May 1987. A return of 297 or 37.1% of all questionnaires was available for analysis by May 1991.

Findings

Year

A look at Table 1 reveals that although approximately 19% (133) of the students completed the C.W. Post program prior to 1980, the years 1984-1986 accounted for 46% (324) of the graduates. The years 1980-1983 represented only 35% (231). In 1986, 18.3% (128) completed the program whereas in 1980, 7.6% (53) completed the program. Between 1987-1989 approximately 62% (188) students completed the DELA program. During 1990, almost 28% (82) completed the program.

Table 1

Year DELA Program Completed

1974-1987 (N=701)			1987-1991 (N=297)		
Year	N	%	Year	N	%
1987	13	1.8	1991	17	5.7
1986	128	18.3	1990	82	27.6
1985	99	14.1	1989	65	21.9
1984	97	13.8	1988	55	18.5
1983	55	7.8	1987	68	22.9
1982	60	8.6			
1981	63	9.0			
1980	53	7.6			
Prior to 1980	133	19.0			

Age

As table 2 indicates, from 1974-1987 the greatest number of DELA graduates (32.2% or 230) were between the ages of 36 and 40. The smallest number of DELA graduates (6.8% or 49) were 55 and over. From 1987-1991, the greatest number of DELA graduates (33.7% or 99) were between the ages of 41-45, while the next highest range (25.2% or 74) of DELA graduates were between 46-50. Since the first follow-up survey, there has been an increase in the age of DELA graduates.

Table 2

Present Age of DELA Graduates

	1974-1987 (N=715)		1987-1991 (N=294)	
Age	N	%	N	%
55 & over	49	6.8	10	3.4
51-54	53	7.4	15	5.1
46-50	119	16.6	74	25.2
41-45	187	26.2	99	33.7
36-40	230	32.2	60	20.4
Under 35	77	10.8	36	12.2

Sex

Table 3 shows that there was an equal distribution of females (50.4% or 354) and males (49.6% or 349) in the DELA program from 1974-1987.

From 1987-1991, 64% (190) of the graduates were female and 36% (107) were male. The number of female candidates exceeded the number of male candidates. Since the first follow-up survey, there has been an increase in the number of female DELA graduates.

Table 3

Sex of DELA Graduates

	1974-1987 (N=703)		1987-1991 (N=297)	
Sex	N	%	N	%
Male	349	49.6	107	36
Female	354	50.4	190	64

Marital Status

Of the total sample from 1974-1987, 78.6% (546) of both males and females were married (see Table 4). From 1987-1991, 82.8% (245) were married.

Table 4

Marital Status of DELA Graduates

	1974-1987 (N=695)		1987-1991 (N=296)	
Status	N	%	N	%
Married	546	78.6	245	82.8
Single	149	21.4	51	17.2

Campus

According to Table 5, 63.7% (473) of the DELA graduates from 1974-1987 completed most of their coursework at the main (C.W. Post) campus. Another 32.9% (244) attended the Brentwood campus, and only 26% (25) attended the Southampton or Brooklyn campus. The figures from 1987-1991 follow the same pattern. The majority of DELA graduates (61.4% or 186) completed most of their coursework at the main (C.W. Post) campus. Another 35.3% (107) attended the Brentwood campus, and only 3.3% (10) attended the Southampton campus.

Table 5

Campus Attended by DELA Graduates

	1974-1987 (N=742)		1987-1991 (N=303)	
Site	N	%	N	%
C.W. Post	473	63.7	186	61.4
Brentwood	244	32.9	107	35.3
Southampton	19	2.6	10	3.3
Other	6	.8	0	.0

Educational Background

A look at Table 6 reveals that, at least 80% (612) of the DELA graduates from 1974-1987 received a professional diploma. Only 19.6% (150) received a Master's degree. The figures from 1987-1991 follow the same pattern. The majority of DELA graduates (88.2% or 269) received a professional diploma while only 11.1%(34) received a Master's degree. However, there was a decrease in the number of students receiving a Master's degree.

Table 6

Degree Received by DELA Graduates

	1974-1987 (N=765)		1987-1991 (N=305)	
Degree	N	%	N	%
Masters	150	19.6	34	11.1
Professional Diploma	612	80.0	269	88.2
Neither; applied for state certification	3	.4	2	.7

Highest Degree Obtained

As Table 7 indicates, for 58.4% (537) of the 1974-1987 DELA graduates and for 70.1% (241) of the 1987-1991 graduates, the professional diploma was the highest degree obtained to date. The Master's degree was the highest degree for 19.9% (183) of the 1974-1987 DELA graduates and for 16.3% (56) of the 1987-1991 DELA graduates whereas the Master's degree plus credits was the highest degree for 14.7% (135) of the 1974-1987 graduates

and for 10.8% of the 1987-1991 DELA graduates. Although the figures from 1987-1991 follow the same pattern as the figures from 1974-1987, all categories show a slight decrease from 1974-1987 except for the professional diploma.

Table 7

Highest Degree Obtained by DELA Graduates

	1974-1987 (N=920)		1987-1991 (N=344)	
Degree	N	%	N	%
Doctorate	32	3.5	9	2.6
Professional Diploma	537	58.4	241	70.1
Masters Plus	135	14.7	37	10.8
Masters	183	19.9	56	16.3
Doctoral candidate	13	1.4	0	.0
Specialty certificate	19	2.1	1	.0

Types of Certification

Table 8 shows that 82% (571) of the 1974-1987 DELA graduates and 92.2% (260) of the 1987-1991 DELA graduates held New York State certification as a School District Administrator. At the same time, 53% (372) of the 1974-1987 DELA graduates and 74.5 (210) of the 1987-1991 DELA graduates were provisionally certified as a School Administrator and Supervisor, whereas 47% (285) of the 1974-1987 DELA graduates and 25.5% (71) of the 1987-1991 DELA graduates were permanently certified. Although the 1987-1991 figures follow the same pattern as the 1974-1987 figures, there was

an increase in the number of provisionally certified School Administrators and Supervisors. Since the first follow-up survey, there has been an increase in the certification for the SDA and SAS (provisional).

Table 8
Certification of DELA Graduates

	1974-1987 (N=657)		1987-1991 (N=282)	
Type	N	%	N	%
SDA	571	82.0	260	92.2
SAS(provisional)	372	53.0	210	74.5
SAS(permanent)	285	47.0	71	25.5

Career Change

Approximately 54% (381) of the 1974-1987 DELA graduates have changed administrative or teaching positions since completion of the DELA Program, whereas 46% (329) have remained in the same position (see Table 9). The opposite is true for the 1987-1991 DELA graduates. Approximately 40%

Table 9
Changed Position Since Completion of DELA Program

	1974-1987 (N=710)		1987-1991 (N=296)	
	N	%	N	%
Yes	381	53.7	117	39.5
No	329	46.3	179	60. 5

(117) of the 1987-1991 DELA graduates have changed administrative or teaching positions since completion of the DELA program, whereas 60% (179) have remained in the same position. Since the first follow-up survey, there has been an increase in the number of DELA graduates who have not changed positions since completion of the DELA program.

District Change

According to Table 10, almost 80% (561) of the 1974-1987 DELA graduates and 82% (240) of the 1987-1991 DELA graduates did not change school districts since completion of the DELA program, whereas 20% (145) of the 1974-1987 DELA graduates and 18% (53) of the 1987-1991 DELA graduates changed school districts. The figures from 1974-1987 follow the same pattern.

Table 10

Changed Districts Since Completion of DELA Program

	1974-1987 (N=706)		1987-1991 (N=293)	
	N	%	N	%
Yes	145	20.5	53	18.1
No	561	79.5	240	81.9

Still Looking

Table 11 shows that almost 52% (356) of the 1974-1987 DELA graduates were no longer actively seeking an administrative position, whereas 49% (335) were still actively seeking a position. The opposite is true for the

1987-1991 DELA graduates. Approximately 57% (167) were still actively seeking an administrative position, whereas 43% (127) were no longer seeking a position. Since the first follow-up survey, there has been an increase in the number of DELA graduates who are still seeking an administrative position.

Table 11

Still Seeking an Administrative Position

	1974-1987 (N=691)		1987-1991 (N=294)	
	N	%	N	%
Yes	335	48.5	167	56.8
No	356	51.5	127	43.2

Present Position

As Table 12 indicates, currently 54.5% (366) of the 1974-1987 DELA graduates were full-time administrators/supervisors. Another 41% (276) were teachers, and only 4.5% (30) held other positions. The opposite is true for the 1987-1991 DELA graduates. Approximately 47% (146) were teachers, whereas 40% (125) were full-time administrators/supervisors. Another 13% (40) held other positions. Since the first follow-up survey, there has been a decrease in the number of DELA graduates who are full-time administrators/supervisors.

Table 12

Present Position of DELA Graduates

	1974-1987 (N=672)		1987-1991 (N=311)	
Position	N	%	N	%
Administrator	366	54.5	125	40.2
Teacher	276	41.0	146	46.9
Other	30	4.5	40	12.9

Administrative Position

A look at Table 13 reveals that of the 1974-1987 DELA graduates, the greatest number of administrators (22.5% or 81) were assistant principals. Department chairpersons accounted for 21.5% (76) of the DELA graduates. Directors accounted for 13.9% (50) and principals accounted for 13.1% (47). Another 11.1% (40) were coordinators. Among the 1987-1991 DELA graduates, the greatest number of administrators (22.2% or 24) were department chairpersons. Coordinators accounted for 17.6% (19) of the DELA graduates. Assistant Principals accounted for 16.7% (18) and Directors accounted for 15.7% (17). Although these four positions were cited at the top in both surveys, the order has changed since the original survey.

Table 13

Present Administrative Position of DELA Graduates

	1974-1987 (N=360)		1987-1991 (N=108)	
Title	N	%	N	%
Assistant Principal	81	22.5	18	16.7
Chairperson	76	21.1	24	22.2
Director	50	13.9	17	15.7
Principal	47	13.1	5	4.6
Coordinator	40	11.1	19	17.6
Administrative Assistant	16	4.4	0	.0
Superintendent			1	.0
Assistant Superintendent	6	1.7	2	.02
Dean	6	1.7	5	4.6
Other (acting or assistant)	39	10.5		
Administrator/ Supervisor			17	15.7

District Location

According to Table 14, approximately 46% (303) of the DELA graduates worked in Suffolk County, while 34% (224) worked in Nassau County. Another 16% (105) worked in New York City and 4% (28) worked in other geographic areas.

Table 14

Location of School District of DELA Graduates

	1974-1987 (N=660)		1987-1991 (N=291)	
Location	N	%	N	%
Nassau	224	33.9	117	40.2
Suffolk	303	45.9	120	41.2
New York City	105	15.9	45	15.5
Westchester	6	.9	0	.0
Other	22	3.4	9	3.0

Total Years in Education

Table 15 profiles DELA graduates as experienced in the field of education. An analysis of respondents shows that 40.9% (280) of the 1974-1987 DELA graduates had between 16 and 20 years experience in education with over 26% (179) reporting between 11 and 15 years experience. Among the 1987-1991 DELA graduates, 27.8% (82) had between 16 and 20 years experience in education with over 25% (75) reporting between 21-25 years experience. Over 22% (66) reported between 11-15 years experience. There has been an increase in total years in education of DELA graduates since the original survey.

Table 15

Total Years in Education of DELA Graduates

	1974-1987 (N=684)		1987-1991 (N=295)	
Years	N	%	N	%
0-5	5	.7	9	3.1
6-10	66	9.6	38	12.9
11-15	179	26.2	66	22.4
16-20	280	40.9	82	27.8
21-25	120	17.5	75	25.4
26-30	30	4.4	19	6.4
Over 30	4	.7	6	2.0

Years in Present Position

Table 16 shows that, of the total sample, 53.5% (356) of the 1974-1987 graduates surveyed and 54% (157) of the 1987-1991 DELA graduates had between 0 and 5 years experience in their present position with almost 19% (122) of the 1974-1987 DELA graduates and 17% (48) of the 1987-1991 DELA graduates reporting between 6 and 10 years experience.

Table 16

Years in Present Position of DELA Graduates

	1974-1987 (N=665)		1987-1991 (N=291)	
Years	N	%	N	%
0-5	356	53.5	157	54.0
6-10	122	18.9	48	16.5
11-15	67	10.1	33	11.3
16-20	87	13.2	24	8.2
21-30	32	4.8	28	9.6
Over 30	1	.0	1	0.0

Educational Settings

As Table 17 indicates, approximately 88% (676) of the 1974-1987 DELA graduates and 87% (293) of the 1987-1991 DELA graduates had educational experience in public schools while 12% (90) of the 1974-1987 DELA graduates and 13% (44) of the 1987-1991 DELA graduates had experience in private, independent, or parochial schools (some DELA graduates reported experience with both types of educational settings).

Table 17
Type of Educational Experience of DELA Graduates

	1974-1987 (N=768)		1987-1991 (N=337)	
Type	N	%	N	%
Public	676	88.0	293	86.9
Private	90	11.7	44	13.1
University	2	.3	0	.0

Summary Profile

The typical DELA graduate from 1974-1987 was a married male or female, between the ages of 36 and 40 with between 16 and 20 years of experience in education, and about 0-5 years in his/her present public school position on Long Island. He/she completed the C.W. Post program between 1984 and 1986 at the main campus and received a professional diploma which is his/her highest degree obtained to date.

Although half of the DELA graduates changed positions since completing the DELA program, he/she was still in the same district and half were actively seeking an administrative position. At the time, half of the DELA graduates held a full time administrative position as assistant principal or department chairperson.

The typical DELA graduate from 1987-1991 was a married female between the ages of 41 and 45 with between 16 and 20 years experience in education, and about .0 to 5 years in her present public school position on Long Island. She completed the C.W. Post program betwen 1987 and 1989 at the main campus and received a professional diploma which is her highest degree obtained to date.

She did not change positions since completing the DELA program and was still in the same district. She was actively seeking an administrative position. At the same time, two-fifths of the DELA graduates held a full-time administrative position as department chairperson or coordinator.

Since the initial follow-up survey, there have been changes in the demographic-educational characteristics of the DELA graduates. Based upon these results, the following questions were generated:

What effect will the older student have upon the DELA program in terms of scheduling?

What effect will the increase in female students have upon the DELA program in terms of staffing and course offerings?

What effect will the decrease in the number of Master's students have upon the continuation of the Master's program?

What effect will the increase in the number of provisional SAS students have upon course offerings?

What effect will the increase in the number of DELA graduates who are still actively seeking an administrative position have upon the course offerings and placement services?

What effect will the decrease in the number of DELA

graduates who are full-time administrators/supervisors have upon course offerings and placement services?

What effect will the change in present administrative positions of DELA graduates have upon course offerings?

What effect will the increase in total years of education of DELA graduates have upon scheduling and course offerings?

This study was designed to identify and describe demographic educational characteristics of DELA graduates based upon the changing student population.

The time may be right for university departments of educational administration to give closer attention to the role of the practicum or internship in the planning of curriculum and instruction in preparation programs. Certainly, the administrator preparation programs around the nation are not at a crossroads. One path may lead to the total abandonment of field experiences offered by university departments of educational administration. Another may invite educational agencies such as the state department of education to accept field experience supervisory responsibility. Still another may allow the teacher unions, the professional educator associations, or administrator unions to coopt the supervision of administrative field experiences. It is incumbent on university departments of administration to review and perhaps modify their administration preparation program.

APPENDIX A

D.E.L.A. GRADUATE SURVEY - 1991

1. The year you completed the C.W. Post D.E.L.A. program: (CHECK ONE)

   1991 _____
   1990 _____
   1989 _____
   1988 _____
   1987 _____

2. Present Age: 55 and over _____
   51-54 _____
   46-50 _____
   41-45 _____
   36-40 _____
   under 35 _____

3. Sex: Male _____
   Female _____

4. Marital Status: Married _____
   Single _____

5. Educational Background Questions:
   A) Campus at which you completed most of your work in the C.W. Post D.E.L.A. Masters or Professional Diploma:
      Post _____ Brentwood _____ Southampton _____
      Other _____

   B) Did you receive a: Masters Degree _____
      Professional Diploma _____
      Neither, only applied for State Certificate _____

   C) Highest Degree obtained to date: Doctorate _____
      Professional Diploma _____
      Masters _____
      Masters plus _____ credits
      Specialty Certificate -
      (please specify) _____

   D) Which type(s) of New York State Certification do you presently hold? (check all applicable) :
      (SDA) School District Administrator _____
      (SAS) School Administrator and Supervisor (Provisional) _____
      (SAS) School Administrator and Supervisor (Permanent) _____
      Permanent Teaching Certificate _____
      Other _____

6. Career Questions:
   A) Have you changed administrative or teaching positions since completion of the D.E.L.A. programs? ____Yes _____ No
   B) Have you changed school districts since completion of D.E.L.A. programs? ____Yes _____ No
   C) Are you still actively seeking an administrative position? ____Yes _____ No
   D) Would you be interested in a position outside of Long Island? ____Yes _____ No

(OVER)

D.E.L.A. GRADUATE SURVEY - 1991 (CONTINUED)

7. Present Full-time Position: Teacher _____
Administrator/Supervisor _____
Other _____

8. If currently teaching: List grade level(s) _____

9. If currently in administrative/supervisory position:
Title of Position _____

10. Is your district located in: Nassau _____
Suffolk _____
New York City _____
Westchester _____
Other (please specify) _____

11. Years in present position _____

12. Total years employed in education _____

13. Is your educational experience in: _____ public school
_____ private, independent, or parochial schools

(PLEASE RETURN THIS SURVEY IN THE ENCLOSED SELF-ADDRESSED, POSTPAID ENVELOPE BY FRIDAY, MAY 17, 1991. THANK YOU!)

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